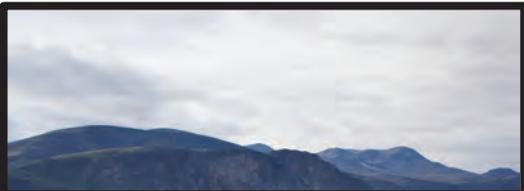


Jamie McKenzie developed the "Questioning Toolkit" to help young people distinguish among different types of questions (1997, p. 1).

**Essential Questions** are central to our lives and touch our hearts and souls. They probe deep into issues that reflect the complexity of life. They often deal with abstractions and the "how" and "why" of people, places, and things.



Should ATVs be allowed in wilderness areas?

**Subsidiary Questions** are smaller queries that often lead to larger insights. They're sometimes combined together to ask larger questions.



What's the impact of ATVs on the soil?

**Hypothetical Questions** explore possibilities and test relationships. They are useful when making decisions and solving problems. They're often "what if" questions.



What if everyone drove off-road with their ATV?

**Telling Questions** focus an investigation on specific evidence. Information is gathered leading to a specific target.



How long does it take for the soil to recover from "off-road" ATV use?

**Planning Questions** help students organize their thinking, structure their investigation, and sequence activities.



What source would have the best statistics on ATV use?

**Organizing Questions** help structure information in meaningful ways.



What patterns can we find in ATV use?

**Probing Questions** ask students to apply logic, connect to prior knowledge, use intuition, and experiment with data to acquire useful evidence.



What are the fundamental concerns regarding ATVs and the environment?

**Sorting & Sifting Questions** focus on the relevance of information in addressing a particular need.



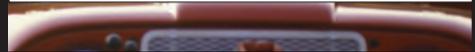
Is the information found at the U.S. Forest Service website regarding ATV use reliable?

**Clarification Questions** help students define words and concepts, examine the logic of an argument, and identify the underlying assumptions.



What do we mean by “off-road use” and “wilderness area”?

**Strategic Questions** arise during the inquiry process as students are exploring, assimilating, inferring, and reflecting.



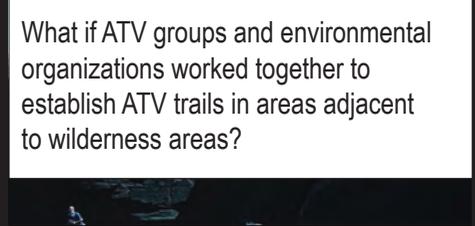
What’s the best way to gather information on illegal, off-road ATV use?

**Elaborating Questions** extend and expand findings by asking students to look for implicit (unstated) meanings.



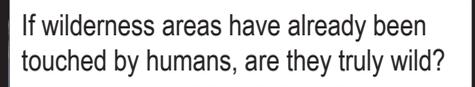
What if ATV groups and environmental organizations worked together to establish ATV trails in areas adjacent to wilderness areas?

**Unanswerable Questions** explore those areas where truth may never be found. Students must understand that some problems may not be solved.



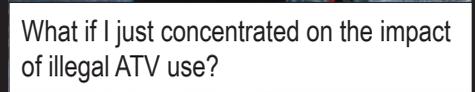
If wilderness areas have already been touched by humans, are they truly wild?

**Inventive Questions** encourage the discovery of new ideas or rethinking of existing approaches.



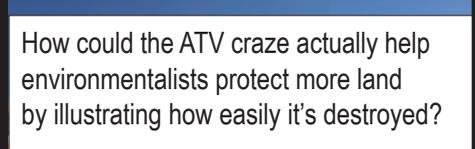
What if I just concentrated on the impact of illegal ATV use?

**Provocative Questions** challenge the status quo by promoting doubt and skepticism. They may explore irony, satire, and parody.



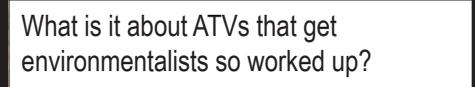
How could the ATV craze actually help environmentalists protect more land by illustrating how easily it’s destroyed?

**Irrelevant Questions** distract students from their original questions, but these diversions are sometimes useful in finding new, relevant directions.



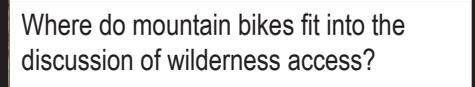
What is it about ATVs that get environmentalists so worked up?

**Divergence Questions** explore topics adjacent to the original questions, but issues that might be connected.



Where do mountain bikes fit into the discussion of wilderness access?

**Irreverent Questions** challenge students to think outside the box. Although they may seem disrespectful or impolite to some, they may generate important discussions about key issues.



Why not ban all humans from wilderness areas to keep them wild?